

ADDITIONAL NEEDS POLICY

Play is an essential part of every child's life - "essential for physical, emotional and spiritual growth, intellectual and educational development, and acquiring social and behavioural skills".

All children should have the right to play, but opportunities for stimulating, challenging play are often limited by factors such as real or perceived fears of risk and danger whether in relation to traffic conditions, potential abuse or physical injury. Such limitations on freely chosen play opportunities which stretch the child can particularly apply in the case of children with disabilities and special needs.

These children frequently experience greater restrictions in their lives than their peers who do not have a Specific Need. Therefore, we consider that it is even more important that they have access to local play and leisure facilities. We will admit any child who falls within the relevant admissions criteria (e.g. school, catchment etc.)

Specific Needs encompasses a wide-ranging number of conditions, and the extent or severity of the condition, disability or other special need can also vary from very mild to extreme. All sorts of conditions with varying degrees of additional needs can be managed with relevant training, shared information with parents from before the child is due to start, professional educational and medical advisors and advance preparation including discussions and referral to specialist if need be (including seeking an additional needs assistant under the Education Authority). The Pre School aim to always make reasonable adjustments for any child that will be in attendance with us for the Pre School year. Effective and shared planning will ensure that any child with any sort of special need will be getting stimulating, safe, play and care alongside the other children in the setting.

Parents will be encouraged to be forthcoming about any difficulties which they may be aware of regarding the child's behaviour or abilities, without the fear of the child being excluded. If a Special Need has already been identified, parents are usually the most knowledgeable people about their child's particular need and they will be consulted in the first instance about ways to manage the child's needs. They can also be assured that our staff will follow the necessary confidentiality procedures.

If we feel that the child's needs whilst at the Setting require a one-to-one worker, following discussion between staff and parents, external support will be sought – including the request of a 1:1 assistant for the child.

Depending on the need of the child we will consider adopting a 'buddy' system for new children, with a well-established staff member of the setting being selected to be a 'buddy' for the child, taking on a supportive role for the child until they know their way around and have settled in.

The Manager and Leader still has ultimate responsibility for all the children.

We will attempt to overcome any physical barriers to access for any child with a Specific Need and the appropriateness of play equipment, materials and other resources will be considered along with adapting games and activities to include all the children.

- We have regard for the Department of Education, Special Educational Needs Code of Practice.
- We include all children in our provision – though amendments may be needed in line with the child’s individual needs
- We will seek practitioners to help/support parents and children with specific educational needs/disabilities.
- We identify the specific needs of children with ELN/disabilities and meet those needs through a range of strategies in house
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, if necessary, make adjustments.
- The Manager or Leader will be Specific Educational Needs Co-ordinator (SENCO)
- We ensure that the provision for children with ELN/disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity (taking into account children's needs)
- We ensure that our physical environment is as far as possible suitable for children with disabilities.
- We work closely with parents of children with ELN/disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with ELN/disabilities and their families.
- We provide a broad and balanced curriculum for all children with ELN/disabilities (curriculum will be amended to best suit the needs and ages and stage of that individual child)
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with ELN/disabilities.
- We ensure that children with ELN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with ELN/disabilities.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. ASD trained staff
- We ensure the effectiveness of our ELN/disability provision by collecting information from a range of sources e.g. journals, staff and management meetings, parental and

external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.

- We provide a complaints procedure.
- We monitor and review our policy annually

The Pre School requires new families to provide us with information prior to start date to inform the Pre School if they feel their child would require additional support when transitioning into the setting or any concerns related to their development and learning – including toileting needs. Section is provided within the Starter Pack form handed out an Induction in June and a home visit can be arranged in support of this. Home Visits or Daycare Visits (when appropriate) will be carried out in June with the agreement of parents.

Refer to *Reduced Time Policy*